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ABSTRACT

Enrollments in California's community colleges are expected to increase by 500,000 students by the year 2005 with the student body demographics expected to shift towards higher percentages of minorities and women. To address this issue, the Chancellor's Office staff are examining enrollment projections under varying assumptions about future conditions and running computer simulations to estimate capital outlay needs for the system. This report presents the Board of Governors of the California Community Colleges' capital outlay growth plan, developed in response to the board's Basic Agenda calling for plans to accommodate projected enrollment growth as well as three other mandates requiring long-range planning for community colleges. Following a brief overview of the plan, an introductory section presents plan objectives, external planning requirements, the planning process, and planning assumptions and conditions. Chapter 1 presents enrollment projections, chapter 2 examines capital outlay planning process and criteria, and chapter 3 reviews alternative methods for accommodating growth. Chapter 4 describes each of the 14 proposed new campuses and 23 proposed new centers to be completed by the year 2005. The final chapter discusses capital outlay funding considerations. Appendixes provide tables of selected planning estimates and capital outlay cost estimates, and brief descriptions of individual district planning conditions. Detailed data tables, figures, and maps are included. (PAA)

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ED326272

LONG-RANGE CAPITAL OUTLAY GROWTH PLAN

BY

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Discussed as Agenda Item 9 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, January 10-11, 1991). For related document see JC900425.

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California Community Colleges, Sacramento.
Office of the Chancellor

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LONG-RANGE CAPITAL OUTLAY GROWTH PLAN 9

Third Reading, Action Scheduled

Background

The Board of Governors *1990-91 Basic Agenda* recognizes the need for the California Community Colleges to "accommodate future growth," noting that "the increasing demand for facilities and operating funds . . . calls for prudent management of limited resources," and that "plans for growth should be coordinated with the other segments of higher education."

California's population is expected to become far more culturally-diverse and to grow by one-fourth by the turn of this century, giving rise to an increase in community college enrollments of more than 500,000 students by 2005 – the equivalent of 50 average-sized colleges. While new sites, facilities, and delivery techniques will be required, many existing campuses are incomplete, facilities are aging and becoming obsolete, and equipment is increasingly in need of repair and replacement.

Aside from the Board's own initiatives in this area, three mandates require long-range planning by the Community Colleges:

1. The California Postsecondary Education Commission (CPEC) reviews all plans for proposed new campuses and centers, using overall segmental growth plans and guidelines that require the segments to submit letters of intent one year prior to submitting specific final proposals.

2. Supplemental language in the 1988 Budget Act requires the Board of Governors to prepare and submit by December 1990 a systemwide plan for community college growth to the California Postsecondary Education Commission, the Department of Finance, and the Joint Legislative Budget Committee.

3. Supplemental language in the 1990 Budget Act requires that proposed new community college centers and campuses be contained in a long-range systemwide growth plan adopted by the Board of Governors and that individual district planning proceed only when the Legislature has approved the Board's plan.

The proposed plan that follows has been developed by Chancellor's Office staff using a multi-part approach. Work began with the development of a computer simulation model. Results of this model were used by staff to help the California Postsecondary Education Commission characterize the Community Colleges' capital outlay needs in its report, Higher Education at the Crossroads. After further work, the firm of MGT Consultants was retained to validate the planning model and to analyze the plans and needs of specific college districts throughout the system.

The firm's findings and conclusions were reviewed by Chancellor's Office staff in consultation with individual districts. Following two public hearings, review and comment by the Board of Governors at its September and November 1990 meetings, and extensive staff analysis, a final draft of the long-range growth plan was prepared. After its adoption by the Board, the plan will be submitted to the California Postsecondary Education Commission (CPEC), the Department of Finance (DOF), and the Joint Legislative Budget Committee (JLBC).

Analysis

Enrollment forecasts are basic to capital outlay planning. Those for community colleges are prepared by DOF, which uses projections of historic participation rates (enrollment divided by population) and applies those rates to expected future population.

The latest DOF projections show community college enrollment increasing from 1.5 million students to 1.8 million by 1999 and – based on Chancellor's Office extrapolations – to just over 2.0 million by 2005. This increase of over 500,000 students is about 3 percent higher than DOF's projections last year, reflecting the continued surge in college enrollments. These revised estimates may even prove to be conservative, because the population series used by DOF to project enrollment is out-of-date and probably low. However, new 1990 Census data that could confirm this will not be available until late 1991.

Part of the anticipated community college enrollment increase can be met by building and remodeling facilities on existing campuses, extending out-reach activities, and developing and applying new techniques for the delivery of instruction and supporting services. However, if the Board of Governor's goals for quality education and equal access, particularly for historically underrepresented students, are to be achieved, the balance of expected future enrollment increases will need to be accommodated at new centers – some of which will become major college campuses. Capital outlays for growth also must be balanced against other substantial needs: to maintain and upgrade existing facilities, to repair and replace equipment, and to provide a complete complement of supporting facilities on certain campuses.

The proposals in the long-range plan that follows assume that (a) the system will continue to use existing space and utilization standards in its planning, (b) the

relative use of off-campus instruction will continue, and (c) community college education will continue to be delivered largely by existing methods. Even so, the Board is forming a Blue Ribbon Commission on Educational Innovation to assess and encourage the use of different and creative ways of accommodating the significant growth expected.

The planning criteria used to develop recommendations on new centers and campuses include: future demand, considerations of access, capacity of existing campuses, and local intent.

At present, there are 107 college campuses and more than 50 centers in the 71 community college districts. This long-range growth plan proposes that for 31 districts:

6 existing centers become campuses;

31 new centers be established, 8 of which would become full-service campuses; and

1 center be developed to serve adjacent territories in three districts.

Estimates by the Chancellor's Office show that even with the improved utilization of sites and facilities proposed in this plan, the cumulative capital-outlay expenditure needs of the Community Colleges will total about $3.2 billion by 2005: an average of $210 million per year over the 15-year period from 1990 to 2005. Using comparable data, analysis by CPEC shows that the combined annual expenditure needs of the three public segments of higher education – the University of California (UC), the California State University (CSU), and the Community Colleges – will exceed $500 million per year.

Funding for capital outlay in the three public segments is derived from sale of revenue and general obligation bonds. In the June 1990 general election, the voters authorized $450 million in general obligation bonds for higher education capital outlay. However, an additional $450 million in bonds was defeated in the November general election. Alternative funding sources need to be explored as work continues to implement the long-range plan.

Both CPEC and the Legislature now require advanced notice of the desire by community colleges and the Board to develop new campuses and centers. The plan that follows should meet that requirement. This will be the first such systemwide growth plan to be developed by the Board of Governors in its 22-year history.

Recommended Action

That the Board adopt the proposed long-range capital outlay growth plan, including the proposed new centers and campuses, presented by its staff, and authorize the Chancellor to submit the plan to the California Postsecondary Education Commission, the Department of Finance, and the Joint Legislative Budget Committee, as mandated.

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Long-Range
Capital Outlay Growth Plan

prepared by the
Research and Analysis
and
Facilities Planning and Utilization Units

Chancellor's Office
California Community Colleges
January 1991

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Plan Objectives

The Board of Governors *1990-91 Basic Agenda* recommends seven major objectives, prominent among which is an effort to: "Accommodate projected enrollment growth," noting that

> The rapidly increasing demand for facilities and operating funds to accommodate growing enrollments calls for wise and prudent management of limited resources.

In addition, the *1990-91 Basic Agenda* calls for a "long-range plan for capital construction in community colleges" and for consideration of:

> . . . both the growth of California's changing student population and the need for facilities to accommodate that growth when developing the system's budget. Plans for growth should be coordinated with the other segments of higher education.

Community college growth will be stimulated not only by the State's future demography, but also by the Board's desire to improve the access and retention of historically underrepresented students and to play a more significant role in strengthening the economic development of California. Achieving these objectives is essential if the Community Colleges are to help prepare Californians to participate in an ever-more complex and multicultural society.

Growth and Diversity

California continues to grow. The State's total population is expected to increase by nearly one-fourth by the year 2000. Current estimates of future community college enrollment show the system growing by as much as 550,000 students over the next 15 years – the equivalent of 50 average-sized colleges.

Those who will constitute the majority of potential new students and workers – women and minorities – traditionally have been underrepresented in postsecondary education. In the future, rapid technological change will demand an increasingly skilled labor force. Much of the growth in new jobs will take place in occupations that have not typically employed those who will constitute the bulk of the new workforce. Moreover, most of the job growth will take place in occupations with skills that require some postsecondary education. And, the proportion of jobs requiring some

postsecondary education is expected to increase from one-half to three-fourths during the 1990s.

California's community colleges have a significant role to play in helping solve the potential gap between the new jobs and the lack of skilled labor available to fill them. Community colleges not only provide individuals with transfer and vocational education for most of the new jobs, they also enroll more individuals from the groups that will comprise most of the new workers than do other postsecondary institutions. Consequently, the planning of college facilities must take into consideration improved access for these historically underrepresented groups.

External Planning Requirements

Planning by the Chancellor's Office and the Board is consistent with recommendations in a number of recent studies and legislative measures. The Commission for the Review of the Master Plan, in its final 1987 report, *The Master Plan Reviewed*, observed that, "continuing, systematic long-range planning is essential to the efficient and orderly growth of postsecondary education in California," and recommended that the California Postsecondary Eduction Commission (CPEC) assume several responsibilities for long-range planning, including the development of common definitions, assumptions, and projections for use by the segments. The Review Commission also recommended that, "The Community Colleges shall be expanded as necessary to accommodate growth in demand for lower-division academic and vocational instruction for credit . . . ."

The Joint Legislative Committee for the Review of the Master Plan proposed a number of similar recommendations on long-range planning in its final report, *California Faces . . . California's Future*, and requested that the public segments, in consultation with CPEC, prepare expansion plans to the year 2005.

Responding to supplemental language in the 1988 Budget Act, CPEC reported to the Governor and Legislature on policies about new facilities to 2005, including (a) new versus expanded sites, (b) new delivery techniques, (c) space and utilization standards, (d) year-round operation, and (e) regional approaches. This report, *Higher Education at the Crossroads*, was issued in January 1990. The same Budget Act language also requires each segment to prepare enrollment projections through 2005 as a basis for a systemwide plan to be submitted by December 1990 to CPEC, the Department of Finance (DOF), and the Joint Legislative Budget Committee (JLBC).

In January 1990, CPEC also revised its *Guidelines for Review of Proposed Campuses and Off-Campus Centers*. Among other major changes in the guidelines is the addition of a requirement that the segments notify CPEC at least one year in advance that a proposed new campus is being planned and will require its approval.

Finally, supplemental language in the 1990 Budget Act requires that proposals for new community college centers and campuses be contained in a long-range systemwide growth plan adopted by the Board of Governors and that individual district planning proceed only when the Legislature has approved the Board's plan.

Planning Process

Chancellor's Office staff have worked on the long-range systemwide growth plan during the past year, beginning with a report to the Board, *Long-Range Capital Outlay Planning*, at its September 1989 meeting (Agenda Item 5). That report reviewed the planning efforts of the three public segments, described a computer simulation model developed for the Community Colleges by Chancellor's Office staff, and presented initial estimates of future growth and need. Since then, staff work has been coordinated closely with CPEC, DOF, the University of California (UC), the California State University (CSU), and, more recently, MGT Consultants.

MGT Consultants has validated the Chancellor's Office simulation model, reviewed specific district plans and planning processes, and developed findings about the needs for new centers and campuses in specific geographic areas throughout the state. The firm's findings have been reviewed in consultation with individual districts as part of the staff's development of the proposed community college growth plan. In addition, two public hearings were held in October 1990 at which 42 community college districts testified concerning their long-range capital needs. Further, Chancellor's Office staff has worked closely with staff from many of the 71 community college districts to examine a variety of factors that reflect local needs and suggest productive ways in which they might be met. Finally, Chancellor's Office staff have held nearly a dozen meetings at which district proposals and conditions have been discussed thoroughly.

Planning Assumptions and Conditions

The planning proposals that follow are based on the general assumption that community college education will continue to be delivered by current methods. Moreover, staff assumes that the current proportion of instruction taught at off-campus outreach sites (one in ten WSCH) will continue. As a practical matter, however, growing districts where existing campuses are overcrowded, but which are not scheduled for a new center or campus, must either make greater use of existing campus facilities (if possible); take more instruction off-campus; or use other delivery techniques, such as television and/or computer-aided instruction (CAI).

Another planning assumption is the continuation of existing space and utilization standards. CPEC has proposed revisions to existing standards, that would result in an increase in urgently-needed office and lecture space, but these recommendations have not yet been approved by the Legislature.

Finally, while improved site and facilities utilization result from the criteria and standards used to formulate this plan, the plan itself does not anticipate possibly-significant breakthroughs in the use of technology-based or other alternative educational delivery systems. However, it is evident that the need for community college education in California over the next 15 years is likely to exceed the state's anticipated financial capability. Therefore, the Community Colleges must identify and implement more cost-effective ways of delivering education without losing the quality of that education. And, this means that the assumption about continuing existing methods will need to be modified.

To that end, the Board of Governors submits this systemwide plan but, at the same time, has authorized the formation of a Blue Ribbon Commission on Educational Innovation whose charge is to assess and to encourage different and creative ways of delivering instruction and student services. Among other techniques to be explored are:

- extending the utilization of existing facilities;
- distance learning techniques of all kinds, including telecommunications, computer-aided and -managed instruction, correspondence, and the like;
- use of community facilities such as hospitals and businesses; and
- sharing of facilities with UC, CSU, and other educational institutions.

Specific proposals in this plan will be updated periodically as conditions in California change. Changing demographics and economic conditions require community colleges to employ flexible and forward-looking ways of delivering education. The Commission on Educational Innovation will help the colleges identify new ways and new directions for meeting the educational needs of California adults.

This capital outlay growth plan should meet both legislative and CPEC requirements for the submission and review of a systemwide plan for new campuses and centers. Prominent features of the plan include discussions of enrollment projections, the planning process, analytical criteria for selecting new centers and colleges, alternative delivery techniques, specific proposals, and funding. Appendices elaborate on pertinent planning estimates and specific district information.

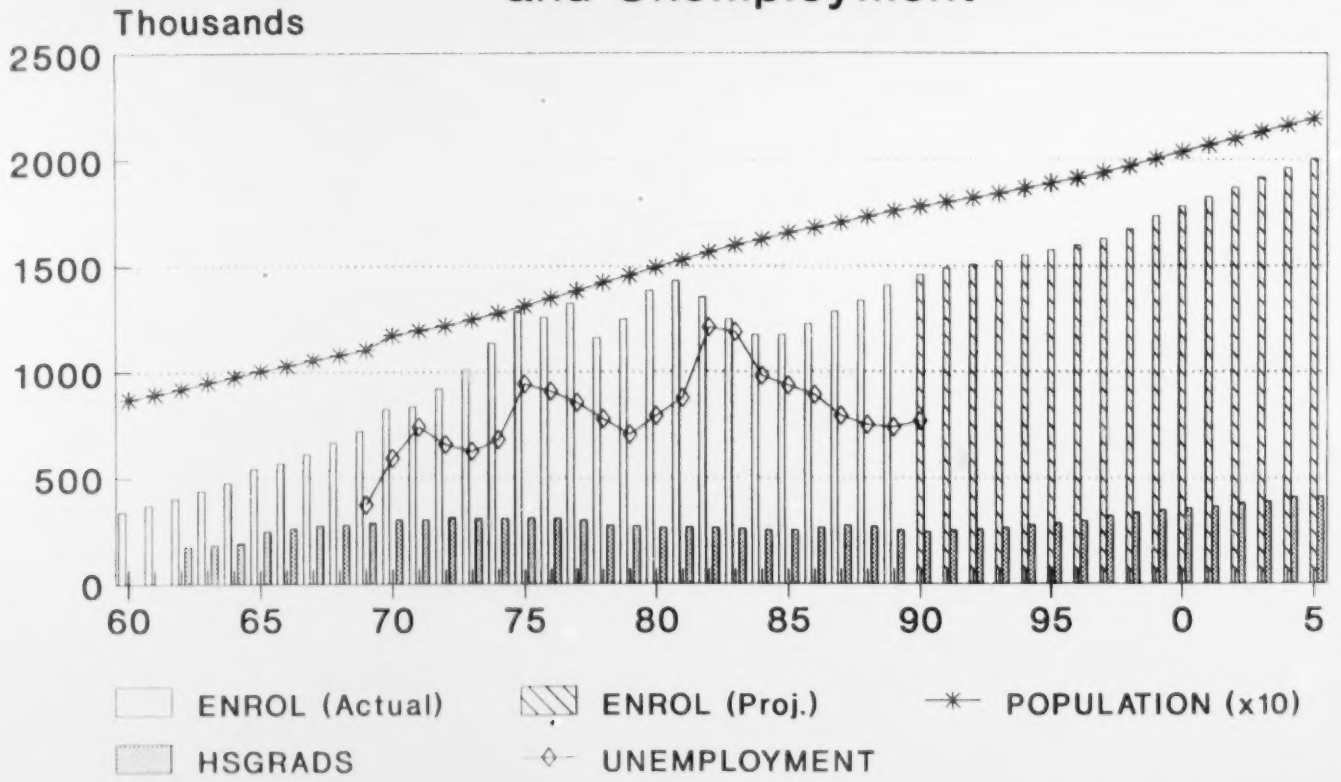
Chapter 1

Enrollment Projections

Enrollment projections are basic to capital outlay planning. For operating budgets, such projections extend no more than two years into the future. However, longer projections of 15 and 20 years are necessary for the orderly planning of new campuses and centers.

Changes in community college enrollments result from changes in demographics, especially numbers of high school graduates, and economic conditions (as reflected in unemployment), among other factors. The "open door" admissions policy of California's community colleges, together with the State's population growth, has resulted in generally continuous enrollment growth since 1960. In only 5 of these 30 years have there been declines, due largely to budget cuts (1978, 1982, 1983) and introduction of the enrollment fee (1984). (See Figure 1.)

Figure 1
Community College Enrollment In California (1960-2005), 18-64 Population, HS Graduates, and Unemployment



Sources: COCCC,DOF,WICHE,EDD

By statute, long-term enrollment projections for capital outlay planning in the California Community Colleges are prepared by the Department of Finance (DOF). In the DOF model, projections are formulated by applying expected "participation rates" (enrollment divided by population) to projections of future population groups, categorized according to age and gender. The expected participation rates are based on past trends, data from local districts, and a qualitative assessment of each district's situation by DOF staff. These past trends embody not only enrollment demand, but also severe budget reductions between 1982 and 1984 that impacted the colleges' ability to enroll and teach students. DOF is attempting to exclude the impact of these abnormal budget reductions from its projections.

California's rapid population growth makes enrollment forecasting difficult. During the 1980s, California added 6 million new people. Not only was the State growing faster than the nation as a whole – California accounted for one of every four of the nation's new population – but it also was growing faster than anyone had predicted. Actual growth turned out to be about one-third higher than DOF had predicted in 1986 (Table 1).

Table 1

Average Annual Population Increase

DOF 1986 Estimate for 1985-90 period	481,000
Actual for 1985-89 period	647,000

The State's growth is expected to continue, but there is no consensus on the exact amount. The Center for the Continuing Study of the California Economy (CCSCE) projects a somewhat higher growth rate than does DOF (Table 2).

Table 2

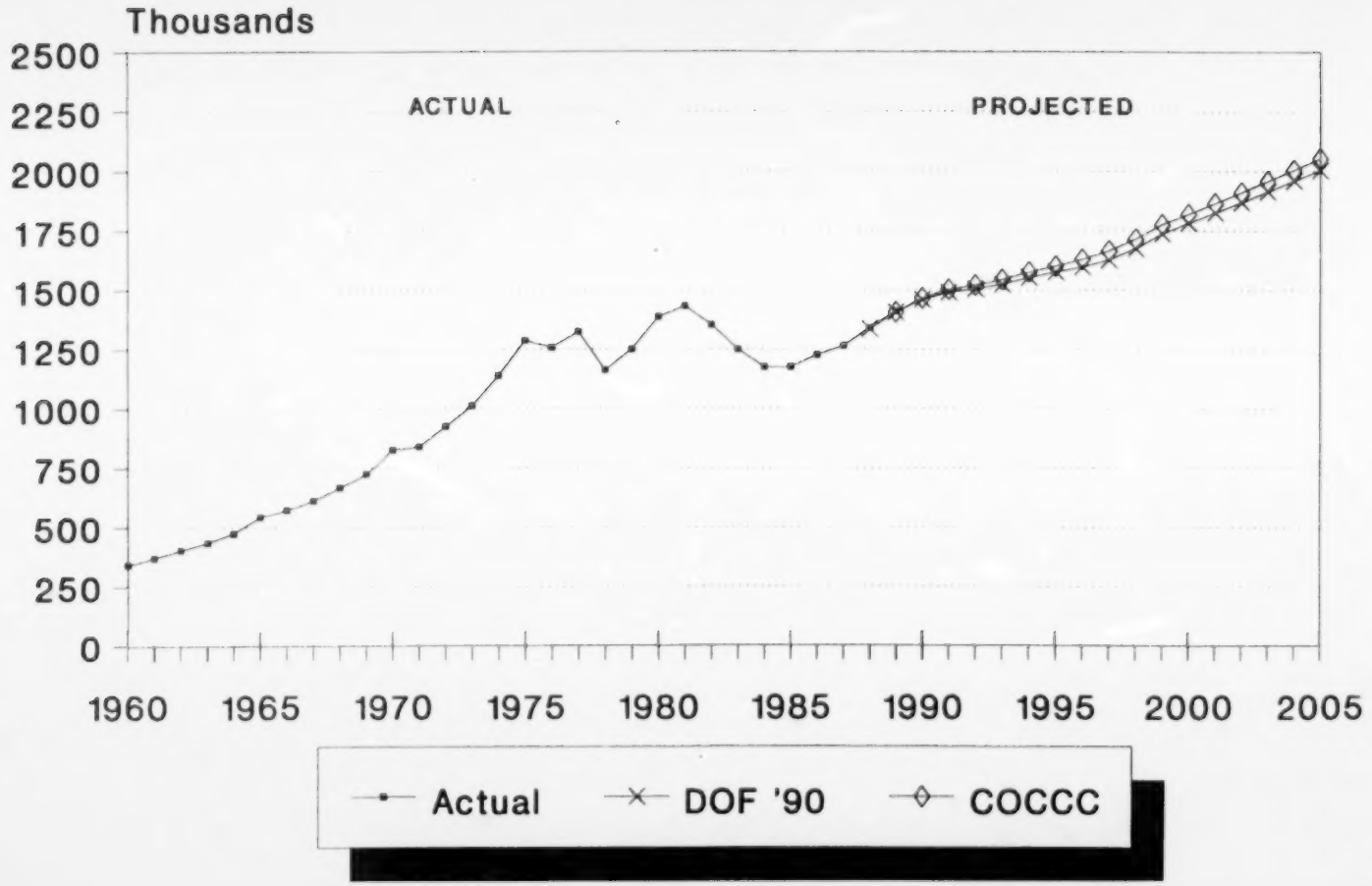
California Population
(in millions)

	1980	1988	2000
Actual	23.7	28.3	
DOF 1986 Forecast		27.8	32.9
CCSCE 1989 Forecast			34.9

If the higher CCSCE forecast prevails, California will account for one of every three of the nation's new population during the coming decade. California's population growth is due to (1) natural increase (births less deaths), and (2) foreign immigration and domestic migration. According to DOF estimates, each factor presently contributes about equally to the State's growth. And, while foreign immigration is highly publicized, domestic migration to California has increased as well.

By extrapolating the latest DOF projections, Chancellor's office staff estimates that community college enrollments will increase from 1,457,000 in 1990 to 2,004,000 by 2005. If the population forecast by CCSCE materializes – that is, there are at least 2 million more Californians by 2005 than forecast by DOF – staff estimates that there could be as many as 50,000 more community college students in 2005 than have been forecast, extrapolating DOF data. Moreover, a serious recession in the near term would likely result in higher enrollments than forecast by either group for the period 1990 to 1995. (See Figure 2.)

Figure 2
California Community College Enrollments
1960-2005



Chapter 2

Long-Range Capital Outlay Planning

Planning Process

Capital outlay planning for California's 107 community colleges is based on the annual submission of five-year plans and project proposals by the 71 districts. These plans are reviewed by Chancellor's Office staff, relying largely on DOF enrollment projections, State-approved space utilization standards, and priorities set by the Board of Governors. On the basis of this staff review, the Board develops a list of proposed projects for the immediate budget year and that list is entered into the executive and legislative budget processes. (While the first year is emphasized, the second through fifth years of district plans are also reviewed.)

Districts submit five-year plans for the funding of deferred maintenance. After their plans have been reviewed and approved, districts submit detailed proposals for funded first-year projects and then revise and resubmit their five-year plans for the next cycle. Equipment replacement is supported by a separate ADA allocation and accommodated through the operating budget. Ongoing facility maintenance is supported by the general apportionment.

Current capital outlay planning procedures do not provide a picture of long-term needs or systemwide totals, nor do the current procedures make it possible to easily examine the impact of enrollment alternatives and/or policy changes. To address these problems, the Chancellor's Office developed a several-faceted process in which computer simulations were accompanied by the analysis of an independent contractor (MGT Consultants), public hearings, detailed interaction with CPEC and with individual districts, and extensive discussions by the agency's facilities planning and research staffs.

Planning Criteria

This long-range plan emphasizes the need for new campuses and centers. Campus means a new location that may start as a center, but which ultimately is expected to become a full-service site, possibly accredited as a college, and which should have sufficient acreage – generally 100 or more acres – and facilities to support that level of operation. For planning purposes, centers are defined as off-campus operations that [are expected to] enroll 500 ADA – about 1,500 headcount enrollment – in their third year of operation. All other off-campus operations are considered to be *outreach* locations.

Districts plan new centers and campuses for several reasons. Population growth may be taking place in a part of the district outside commuting range of existing campuses. Or, an existing campus may not be physically capable of accommodating additional students. In some cases, lack of parking may constrain the expansion of an existing campus.

Specific proposals in this plan are based on four major criteria:

1. *Future Demand*

   This criterion involves the future number of students, where they are likely to be located, and their characteristics. To engage the rules and utilization standards necessary for planning, headcount enrollment is converted into weekly student contact hours (WSCH), day credit enrollment, and FTE faculty.

   The enrollment increase anticipated over the next 15 years is a resumption of the kind of growth characteristic of the period 1960 to 1975, when some 900,000 students were added. The greatest enrollment growth is expected in districts located on the periphery of Los Angeles, in the Central Valley, and in Orange and San Diego Counties. (See Map 1 and Planning Estimates in Appendix A.)

   Enrollment forecasts by DOF for specific districts are based on projected population changes in the county of their primary operation. The DOF methodology assumes that population and potential enrollment change takes place evenly throughout a district; it does not distinguish pockets of growth (the more typical phenomenon) or growth at the border of two or more districts. Therefore, discussion of new campuses and centers must include consideration of instances where enrollment growth and facilities needs may be localized or are expected at or near the borders of two or more districts.

   The location of future enrollment growth will be determined to a large extent by the pattern of future housing and business developments. Proposed developments must be examined carefully, however, since this is a highly speculative activity and fluctuations in the economy could result in changes to current plans.

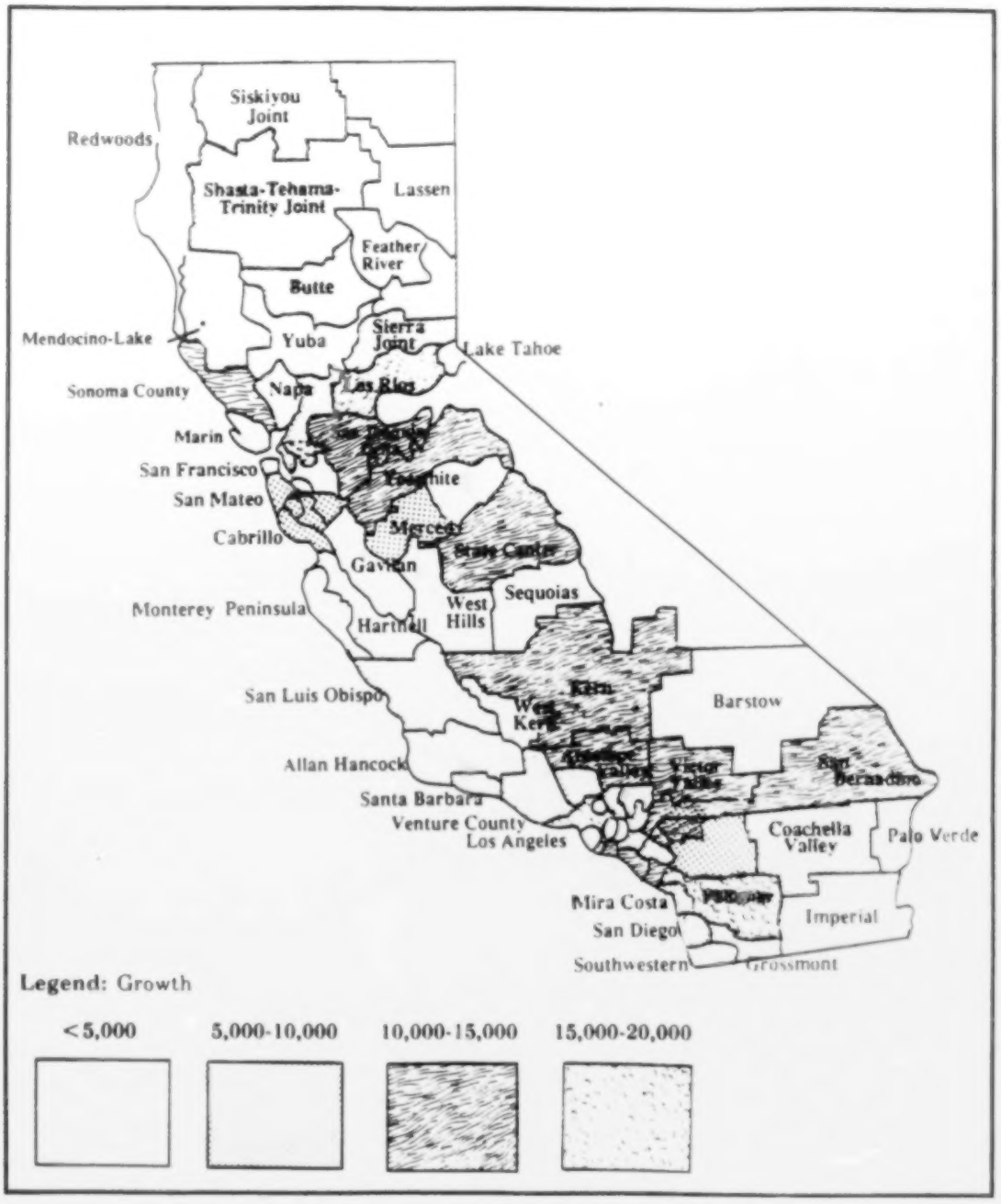
   The demographic characteristics and program preferences of future students also are key to facilities planning. Districts in which large increases in historically underrepresented populations are expected will be challenged to provide these potential students access to the education and training they seek in ways that are cost-effective.

Map 1

California Community College Districts

Estimated Enrollment Growth

(1990-2005)



2. *Access*

California's community colleges are commuter institutions. As a result, transportation and parking are major factors in campus accessibility. To assure that campuses and centers are located so as to maximize access in the most cost-effective way possible, Chancellor's Office planning begins with the rule that a new site may be indicated when the area per campus in a district exceeds:

type	square mile per campus
urban	100
suburban	500
rural	1,000

This planning rule is based on the idea that a commuting time of not more than 30 minutes – including 25 minutes travel and 5 minutes to find parking – to (and from) campus is reasonable. This rule of thumb is applied against expected commuting speeds in different areas to derive the approximate mile radius and square-mile area to be served by each campus.

In some cases, the locations of new community college sites and facilities will be proposed so as to improve access – for certain historically underrepresented groups and for the adult population in general.

At present, the Community Colleges enroll one in every fourteen adult Californians. This measure of access is down from the 1:12 ratio that existed in 1980. The decline of enrollment by Blacks – the most highly represented group in the 1970s – has been substantial (see Figure 3). Historically, Hispanics have exhibited the lowest community college participation rates (enrollment divided by population), although that appears to be improving modestly, in part, because of the Amnesty program. The other rapidly growing minority group, Asians, has been well-represented in the past. Participation by this group will become even more important, since it constitutes a growing proportion of the state's population (see Table 3).

Table 3

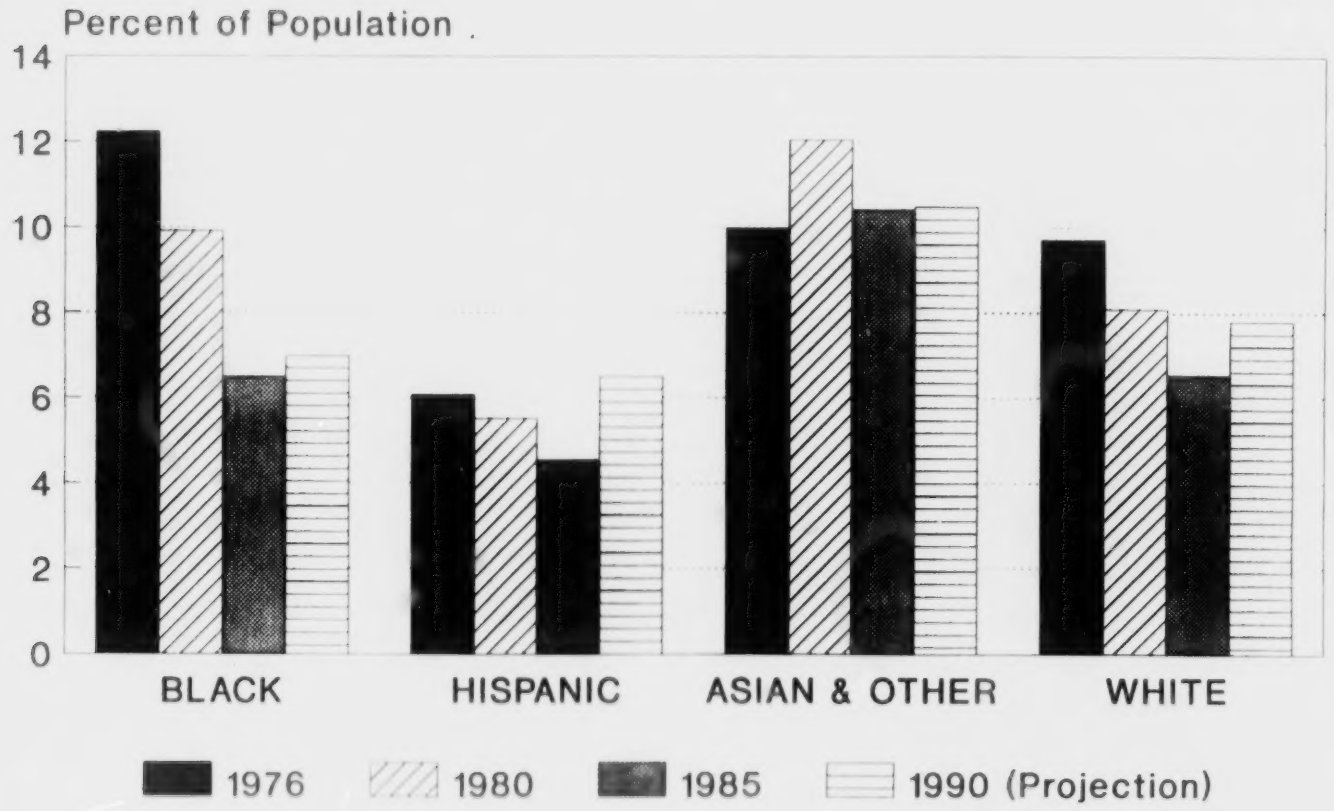
California Population
Racial and Ethnic Distribution

(Percent)

	1988	2000	2010
Asian and other	9	12	13
Black	7	7	7
Hispanic	24	29	34
White	60	52	46
Total	**100**	**100**	**100**

There is considerable variation in the enrollment of adults among the college districts. While the statewide average is 7 percent, individual district measures vary from 2.6 to 27.6 percent (Appendix A). The proposed new campuses and centers in this plan were developed with these variations in mind. And, while a number of extenuating factors go into these figures, districts need to assess why the enrollment of the adult population in their service area is relatively high or low and determine if facilities are a significant cause.

Figure 3
California Community Colleges Enrollment As Percent of Population By Ethnicity



Source: Demographics Research Unit (DOF)

3. *Capacity of Existing Campuses*

Also key to long-range planning is the utilization of existing campuses: both the sites and the buildings at those sites. Thus, besides the access criterion above, new sites are indicated in the analysis when the academic load of a district's existing sites exceeds:

750 weekly student contact hours (WSCH) per acre

The WSCH-per-acre measure serves as a proxy for the extent of overall campus activity that a site can accommodate. Currently, the average community college in California enrolls 11,000 students on 150 acres, just under 600 WSCH-per-acre. More (less) acreage and facilities could support more (fewer) students, although other factors are important, such as the regional location of programs, topography of existing sites, and character of existing facilities.

The proposed planning standard of 750 WSCH-per-acre represents a 25 percent increase over current practice and has been validated in a report, *Study to Provide Assistance in the Development of a Long-Range Master Plan for New Community College Campuses*, issued by MGT Consultants in August 1990. The consultants' approach was to describe a prototype, full-service community college campus accommodating 10,000 students. After detailing and aggregating space requirements, MGT found that 99 acres were required for the 75,000 WSCH generated by the 10,000 students: an average of 750 WSCH per acre, the planning rule used in the model.

Also of importance is the existing utilization of campus facilities. A district where the main campus is "built-out," i.e., exceeds 750 WSCH-per-acre, but where existing buildings are not fully utilized, may not warrant another site. And, the planning standards assume improved facilities utilization, such that all buildings will be utilized more by the year 2005.

4. *Local Intent*

Critical to systemwide planning are the plans of the districts. Some of these plans are quite elaborate and well documented; others were offered in short presentations at the public hearings. Both MGT Consultants and the Chancellor's Office staff have taken these plans into account. In some cases, unique conditions of growth suggest a particular long-range building strategy; in others, programs with ties to local businesses will suggest the approach; in still others, local initiatives with nearby CSU or UC campuses will dictate how facilities and sites are to be developed.

All four of these planning criteria are consistent with directions set forth in the Board of Governors *1990-91 Basic Agenda*. The criteria also are consistent with the guidelines developed by CPEC in its report, *Higher Education at the*

Chapter 3

Alternative Delivery Techniques

Also to be considered in planning for community college facilities are other ways of accommodating growth, such as extending the utilization of existing facilities; telecommunications: television and computer-aided instruction; joint use of community facilities; more instruction at the work site, and cooperative efforts with UC and CSU.

Among other ways of accommodating growth is to use facilities for more hours of the day, on weekends, or in the summer; i.e., year-round operations. In its study, *A Capacity for Learning*, CPEC found that California Community Colleges operate with some of the most demanding lecture and office utilization standards in the country. Indeed, a relaxation of these standards (less expected utilization) was recommended. Facilities are utilized fully in the evening at virtually every California college and, at many, the same holds true for the weekend. Only in the afternoon are facilities moderately utilized. Greater utilization of facilities during this time of day can be achieved only if classes are compatible with student work schedules.

The value of year-round operations is not clear. Many analyses, including that of CPEC, suggest that the added per-student operating costs due to low summer enrollments exceed any capital savings. However, if incentives were created to increase summer enrollment, thereby leveling enrollments across the year, this could be a cost-saving technique. It is likely that year-round operation will work best with urban, commuter-oriented campuses with large numbers of older and part-time students who may be more willing, than those younger, to attend in the summer.

Added use of telecommunications was reviewed by CPEC in *Higher Education at the Crossroads*, with the general conclusion that these technologies do not "hold promise as a cost-effective alternative to traditional educational services for California students." Widespread implementation of these technologies, according to CPEC, is at least a decade away, and it is possible that they will expand access, rather than replace conventional classroom instruction. A 1989 study by the State of Washington of telecommunications in its community colleges produced consistent findings. There, nearly three-fourths of the 3,000 students enrolled in telecourses did so to minimize commuting because of work or family conflicts – many were single parents. In a survey on the use of instructional television by California's community colleges, Chancellor's Office staff recently found that 2,100 of 700,000 ADA in 1987-88 were generated in such courses. Nearly one-half of this instruction was in social sciences and business, disciplines whose demands on facilities are relatively light.

Use of community facilities such as hospitals or businesses for college instruction is typical in certain specialized programs, such as nursing and training of apprentices in technical and trade programs. Currently, community colleges conduct about one-tenth of their instruction off-campus at elementary and high schools (K-12), churches, businesses, hospitals, and other facilities. This is far more off-campus activity than is reported by the four-year segments.

A general increase in future off-campus activity appears likely, although it may be limited by the availability of such facilities; e.g., increasing enrollments in K-12 will reduce the availability of those facilities over the next decade. Extensive off-campus instruction also raises questions about the quality of supporting services. Despite these problems, those districts where enrollments are growing and where no new centers are proposed will attempt, among other solutions, to take more of their instruction off already-crowded campuses.

Several examples of colleges sharing facilities with UC and CSU currently exist. In general, experience both in California and in other states suggests there are difficulties in governing and managing shared facilities. However, it appears that this approach may be feasible and desirable in particular regions and, therefore, should be explored.

While alternative delivery techniques do not appear to pose a viable alternative to more traditional means at the moment, these techniques will need to be implemented if districts are to accommodate the large enrollment growth projected for the mid and long term. The rate of change in technologies is so rapid that viable alternative techniques doubtless will emerge over the next 15 years and should be an integral part of revised system and district growth plans.

Chapter 4

Proposed New Campuses and Centers

Among California's 71 community college districts, there are currently 107 college campuses and more than 50 centers (Map 2). Proposed new campuses and centers for the period 1990 to 2005 include 31 districts (Map 3) in which:

6 existing centers become campuses;

31 new centers be established, 8 of which would become full-service campuses; and

1 center be developed to serve adjacent territories in three districts (Table 4).

Table 4

California Community Colleges

Proposed New Campuses and Centers

1990-2005

District	Near Term 1990-1995	Mid Term 1995-2000	Long Term 2000-2005
Allan Hancock	Southern center		To be a campus
Antelope Valley	Eastern center	To be a campus	Western center
Barstow			
Butte			
Cabrillo			Southern center
Cerritos			
Chaffey	Eastern center		Southwest center
Citrus			
Coast			
Compton			
Contra Costa	Southern center	To be a campus	Northeast center
Desert		Center	
El Camino			
Feather River			
Foothill-DeAnza			
Fremont-Newark			
Gavilan		Northern center	

Table 4 – Proposed New Campuses and Centers, 1990-2005 *(Continued)*

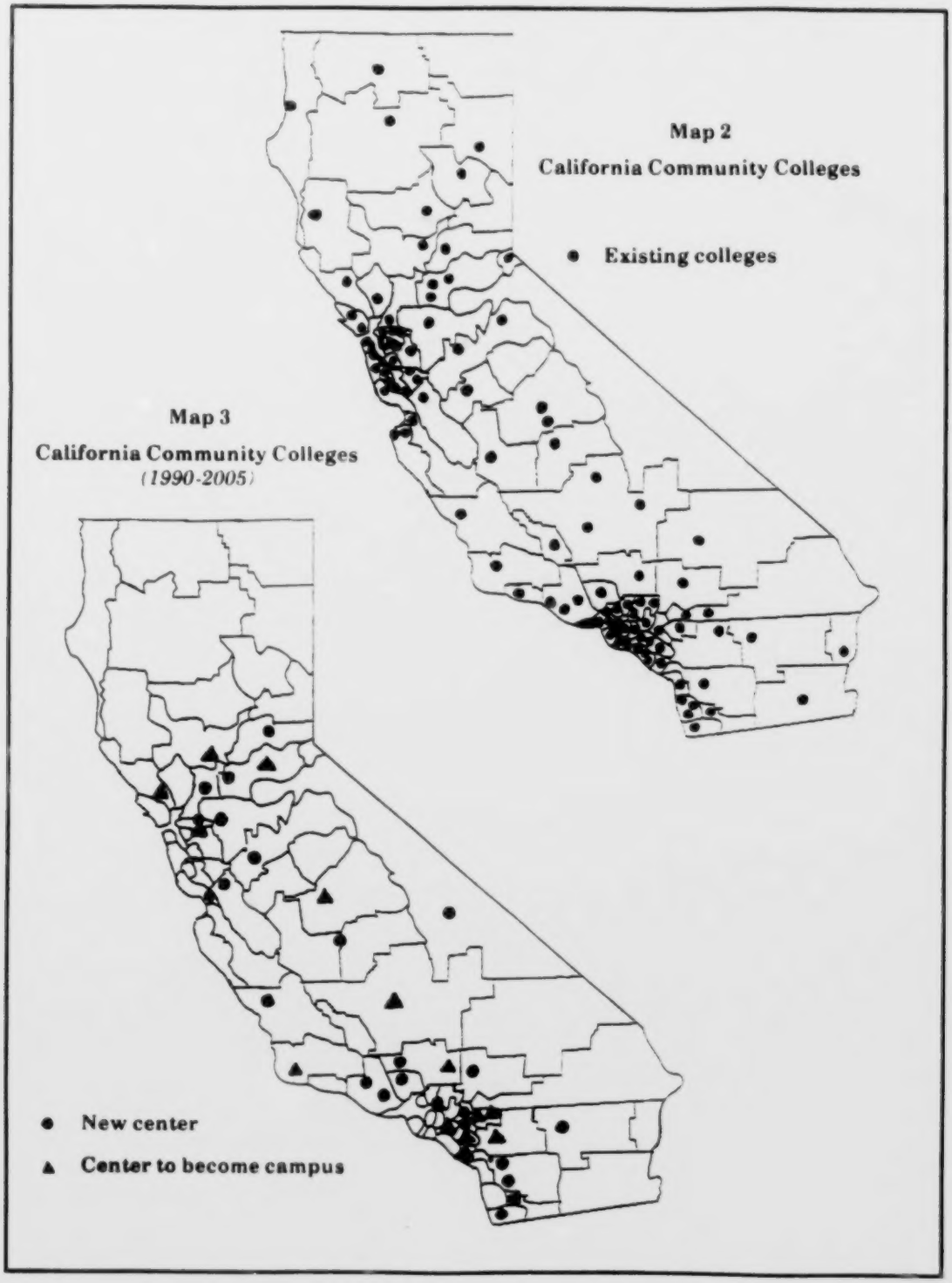
District	Near Term 1990-1995	Mid Term 1995-2000	Long Term 2000-2005
Glendale			
Grossmont			Center
Hartnell			
Imperial			
Kern	Relocate center	Inyo/Mono center	To be a campus
Lake Tahoe			
Lassen			
Long Beach			
Los Angeles			
Los Rios	Eastern center center/UC Davis	To be a campus	
Marin			
Mendocino-Lake			
Merced			
MiraCosta			
Monterey			
Mt. San Antonio			
Mt. San Jacinto		Convert center to campus	
Napa			
North Orange	Center	To be a campus	
Palo Verde			
Palomar	Southern center		Northern center
Pasadena	Center		
Peralta			
Rancho Santiago	Convert center to campus		
Redwoods			
Rio Hondo			
Riverside		Convert 2 centers to campuses	
Saddleback	Southern center	To be a campus	

Table 4 – Proposed New Campuses and Centers, 1990-2005 *(Continued)*

District	Near Term 1990-1995	Mid Term 1995-2000	Long Term 2000-2005
San Bernardino			
San Diego			
San Francisco			
San Joaquin			Southwest center
San Jose			
San Luis Obispo		Northern center	
San Mateo			
Santa Barbara			
Santa Clarita		Northern center	
Santa Monica			
Sequoias	Joint center with West Hills		
Shasta			
Sierra	Northeast center		
Siskiyou			
Solano	Northeast center		
Sonoma			Convert center to campus
South County			
Southwestern		Southwest center	
State Center	Northern center	To be a campus	
Ventura		Southeast center	Northern center
Victor Valley			Western center
West Hills	Joint center with Sequoias		
West Kern			
West Valley			
Yosemite			Western center
Yuba			Convert center to campus

Thus, by 2005, 14 campuses would be added to the existing 107 and another 23 centers would be added to the existing number (Map 3). Selected estimates used in the planning process are listed in Appendix A, and a summary of the overall results of this plan appear in Appendix B.

Maps 2 and 3


Map 2
California Community Colleges
Existing colleges
Map 3
California Community Colleges
(1990-2005)
New center
Center to become campus

The following discussion covers the plan from a regional perspective, using maps to indicate existing and proposed sites. Relevant details of the plan for each district are presented in Appendix C.

Northern Part of the State

Community college districts in the northern part of the state (Map 4) span large geographic areas, have relatively small (for California) campuses, utilize their current facilities more than average, and offer about 20 percent of their instruction off-campus – more than twice that of districts in the rest of the system (Appendix A).

While the rate of enrollment growth in these northern districts is expected to be high, the numbers of students are not large. The major concern for this area will be, as it has been, to deliver education to a widely-dispersed and sometimes isolated population. This will be accomplished, to a large extent, through outreach locations, television, and other distance learning techniques.

San Francisco Bay Area and Adjacent Counties

A contrasting picture characterizes districts in the San Francisco Bay Area and adjacent counties (Map 5). Here, campuses are far more crowded than those in the north. This condition and the large population growth taking place in the western and northern parts of this region give rise to the need for new centers in the Gavilan and Solano Districts; two new centers – one of which would become a campus – in Contra Costa; and conversion of the Solano District's Petaluma center in Solano to a campus. Districts in the East Bay Area of this region are not expected to grow substantially.

Central Valley and Sierra Foothills

Community college districts located in California's central valley and Sierra foothills (Map 6) typically have uncrowded campuses and adequate facilities, but are expected to grow by more than 50 percent during the next 15 years. Consequently, a number of new sites are proposed for this area. A new center is proposed for the northeastern foothill region of Sierra. A new center to become a campus is proposed for the eastern part of Los Rios, along with a center to be operated by this district in cooperation with UC Davis. Just to the north, conversion of Yuba's Woodland center to a campus should serve that community and nearby areas to the east in Sacramento County, one of the nation's fastest growing metropolitan areas.

Map 4

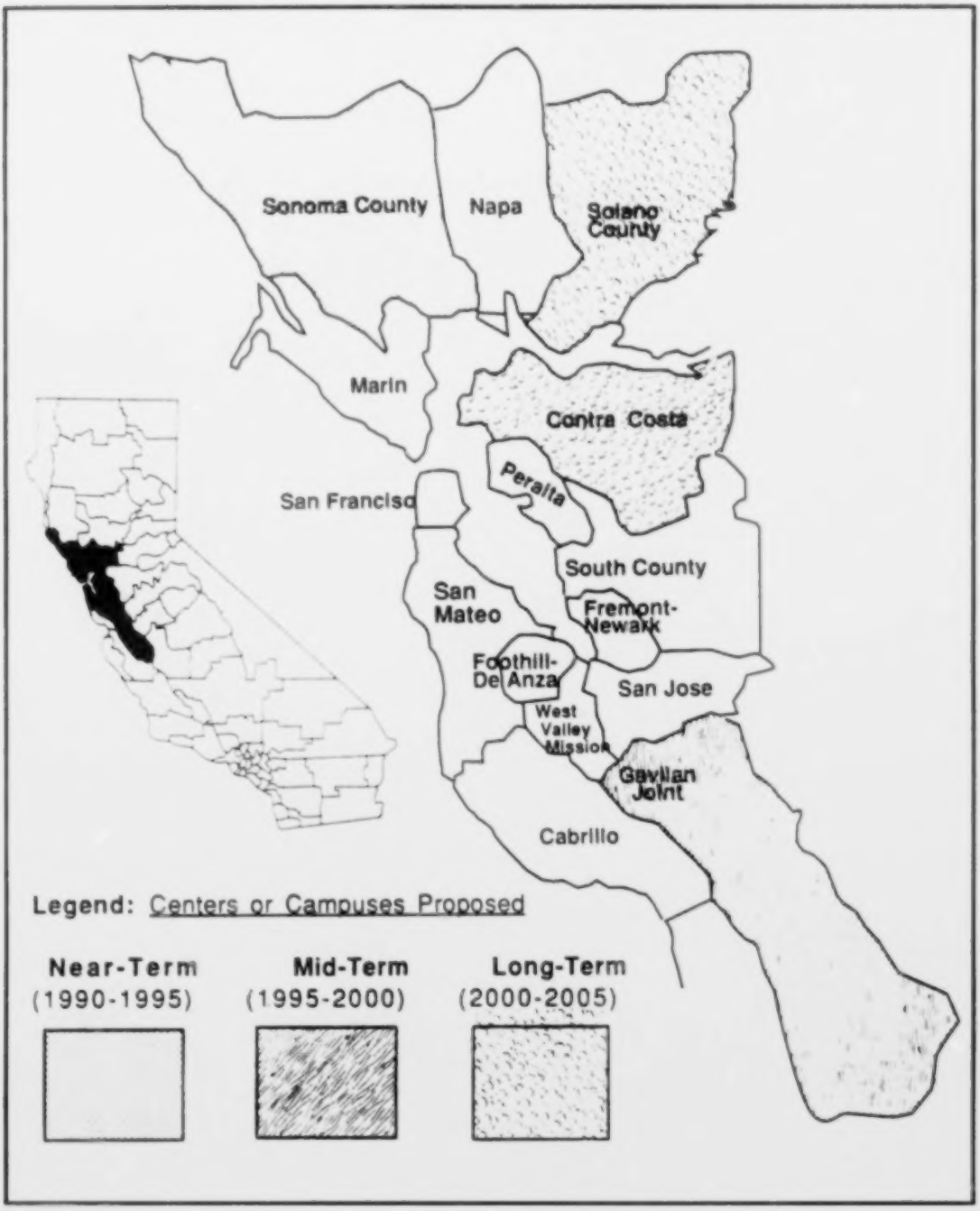
Community College Districts In Northern California

Legend: Centers or Campuses Proposed

Near-Term (1990-1995)	Mid-Term (1995-2000)	Long-Term (2000-2005)

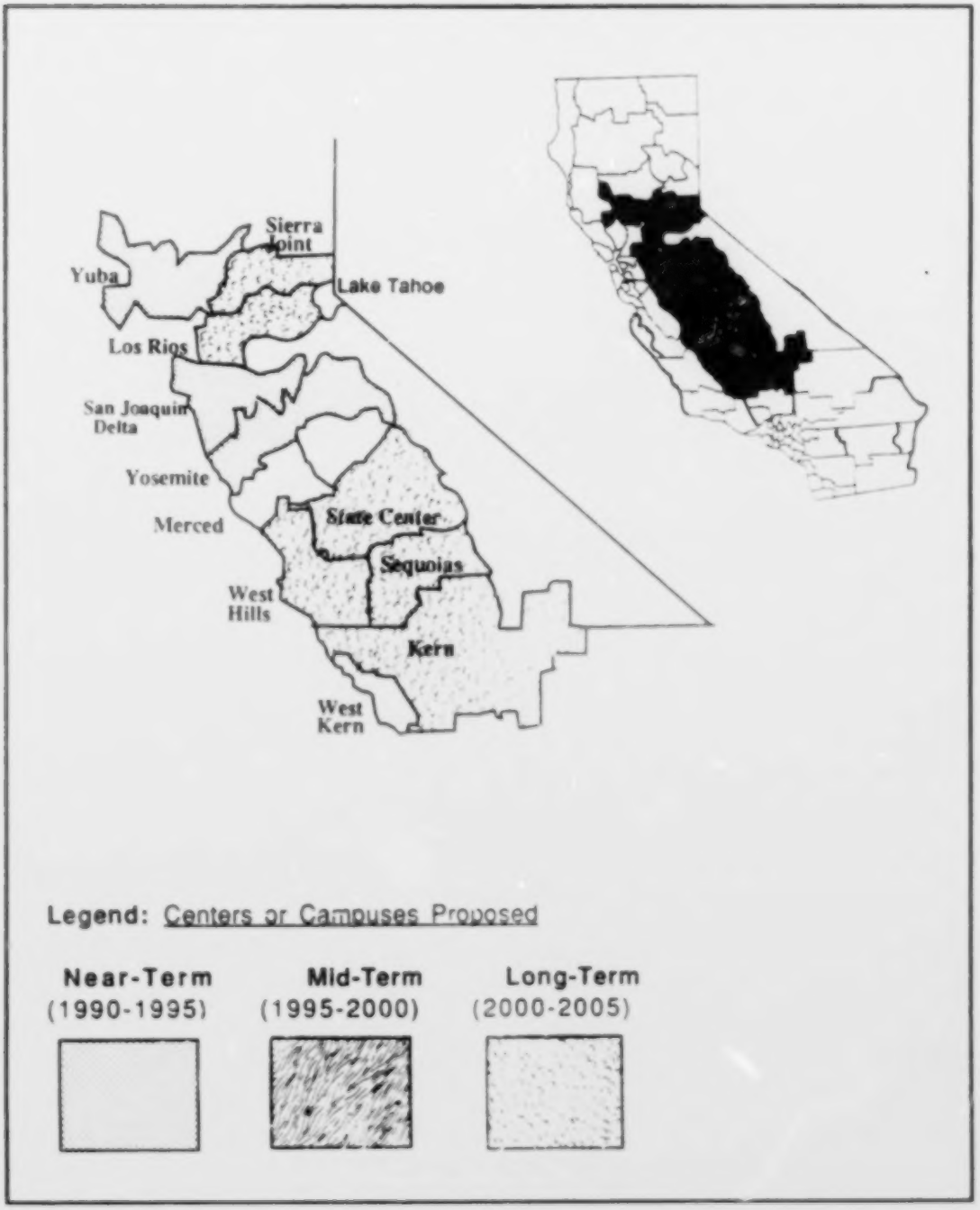
Map 5

Community College Districts
In San Francisco Bay Area and Adjacent Counties



Map 6

Community College Districts In Central Valley and Sierra Foothills



To the south, new centers are proposed in the western portions of both the San Joaquin Delta and Yosemite Districts, each of which is forecast to grow by more than 10,000 students over the next 15 years. Further south, the long-range plan proposes a new center to become a campus in the State Center District and development of a center to serve the Hanford, Lemoore, Riverdale, and Layton areas of the State Center, Sequoias, and West Hills Districts. The plan also proposes that Kern's downtown center be relocated to an area of greater growth in Bakersfield, and for the Kern District to continue its service to students in Inyo and Mono Counties through a formal educational center.

Central Coast

Community colleges in districts along the central coast of California are growing at a somewhat lower rate than are colleges elsewhere (Map 7). However, the coastal districts are relatively large. Consequently, three new centers are proposed in the southern Cabrillo, northern San Luis Obispo, and southern Allan Hancock Districts to provide education to these growing and widely-dispersed populations. The center in Allan Hancock would become a campus in the long term.

Los Angeles and Ventura Counties

Campuses in Los Angeles and Ventura Counties are among the most crowded (largest WSCH per acre) of any in the State, but the relatively small service areas of most of these districts do not warrant additional campuses (Map 8). Except for Pasadena, where a new center is urgently needed, most of the colleges in the Los Angeles Basin will accommodate future growth either by offering more instruction off campus – at businesses or other sites – or by greater use of other delivery systems like television and computer-aided instruction.

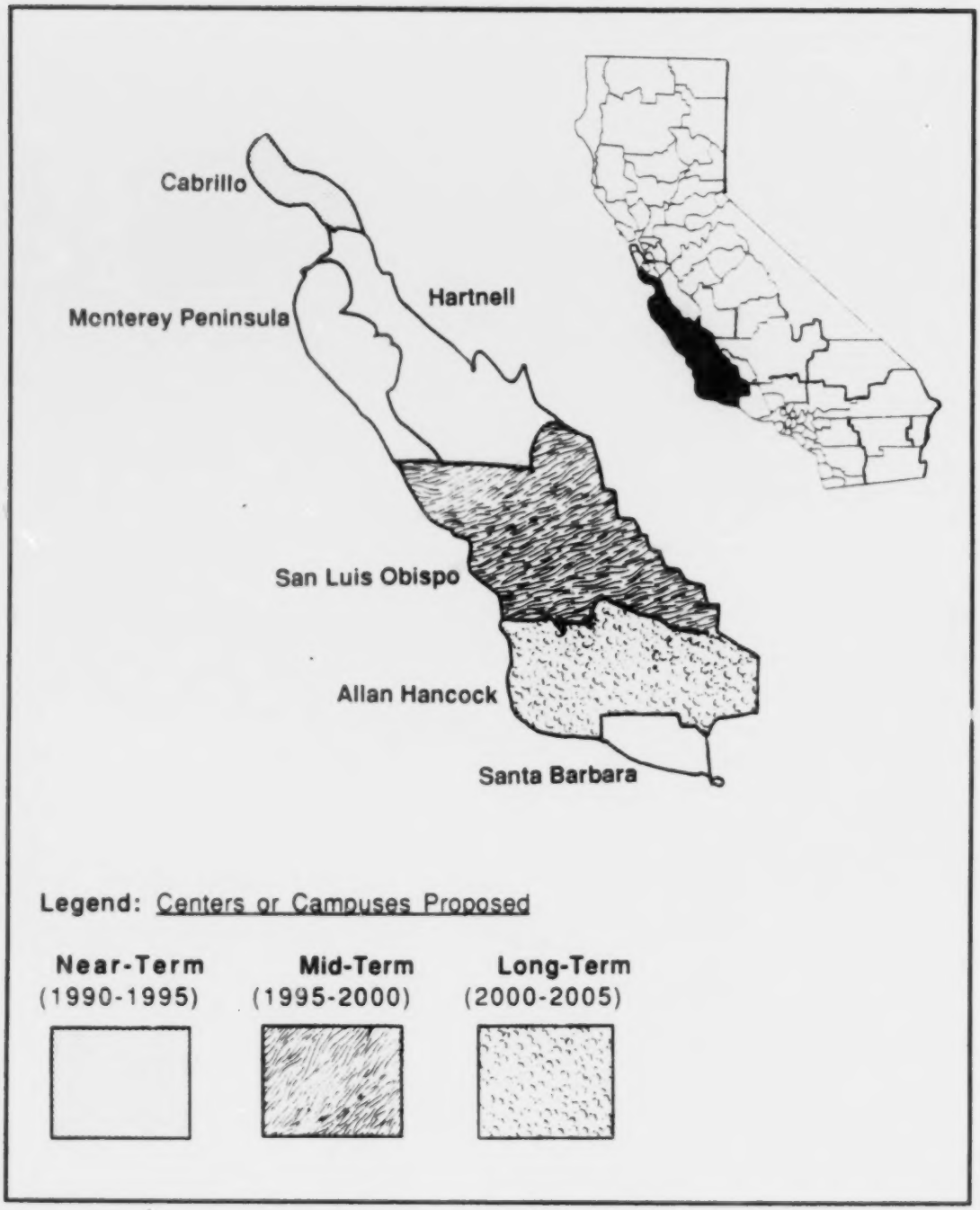
Areas on the periphery of Los Angeles County and in Ventura County are growing rapidly and, as a result, five new centers are proposed for the Antelope Valley, Santa Clarita, and Ventura Districts. One of two new centers in Antelope Valley is proposed to become a campus in the mid term. The high degree of interdistrict enrollment in this region requires that these districts cooperate closely in their long-range planning.

Desert Areas

Districts in the desert areas to the east of the Los Angeles Basin report that their campuses are far less crowded (than those in Los Angeles), but are among the most rapidly growing in the system and, aside from northern California, encompass the largest geographical areas in the state (Map 9). Enrollments in this region are expected to grow by 75 percent over the next 15 years. As a result, three already-

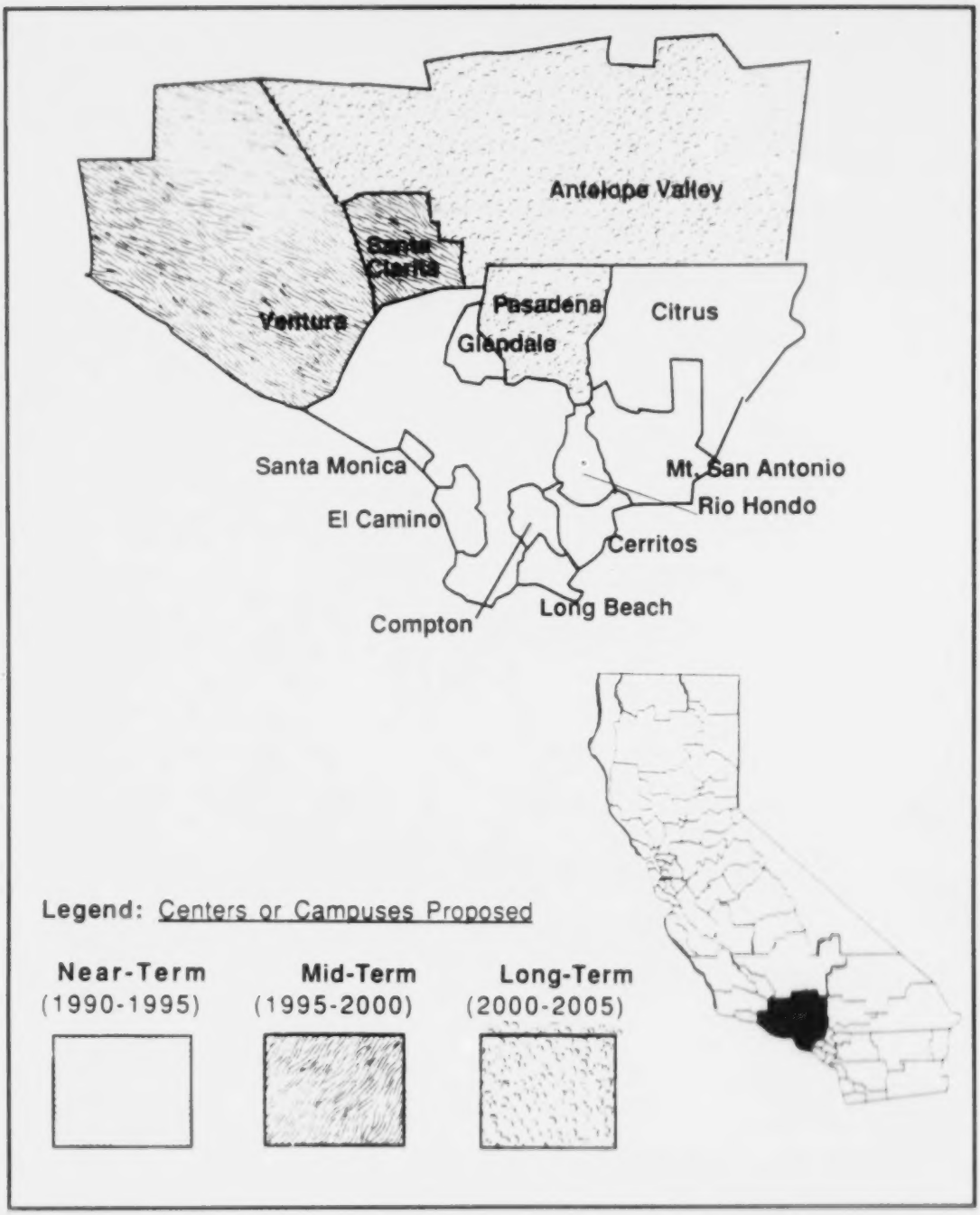
Map 7

Community College Districts On the Central Coast



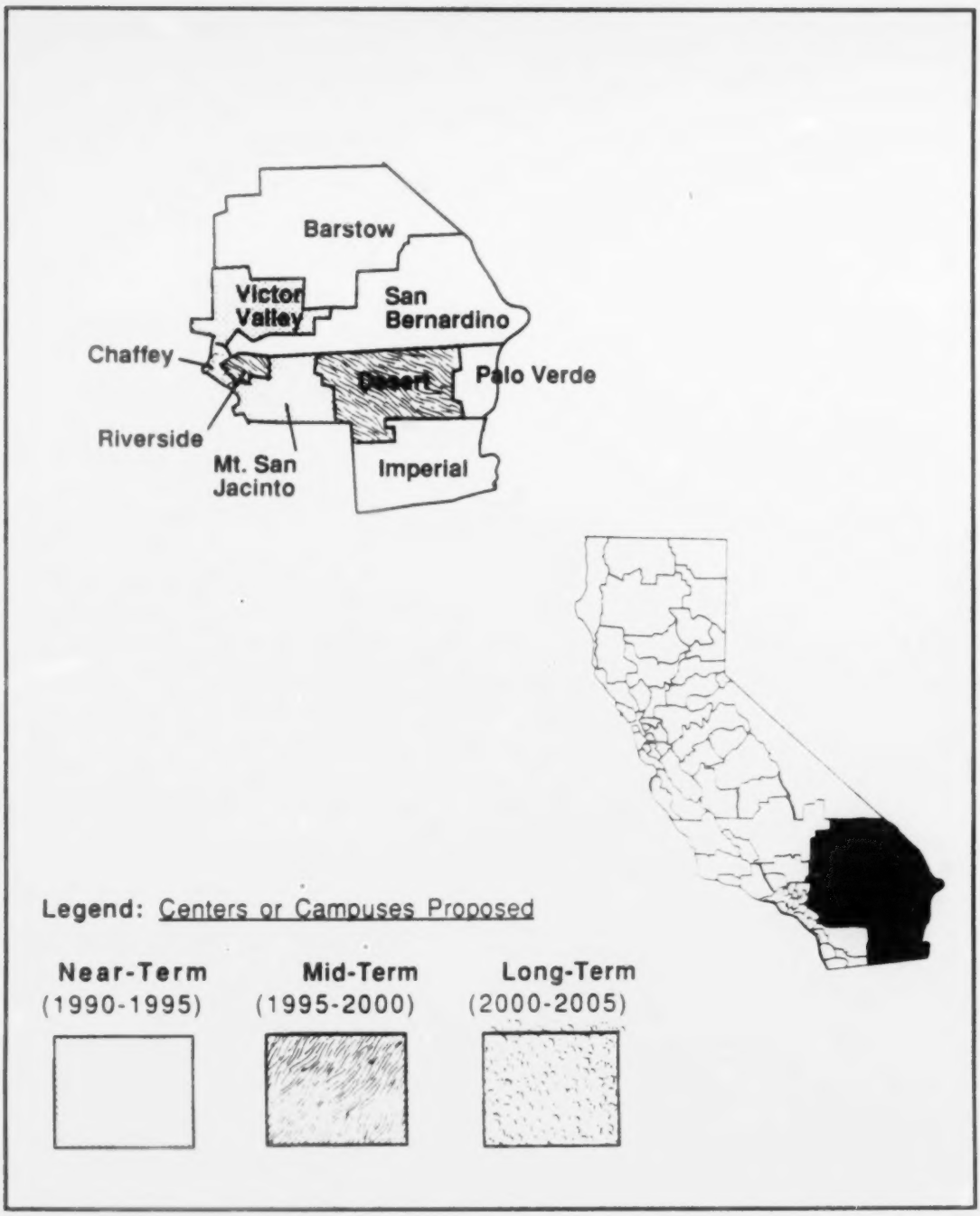
Map 8

Community College Districts In Los Angeles and Ventura Counties



Map 9

Community College Districts In Desert Areas



approved centers in the Riverside and Mt. San Jacinto Districts are proposed for conversion to campuses. New centers are proposed for the Chaffey (2), Desert, and Victor Valley Districts. All of these proposals should improve access in an area where community colleges historically have enrolled relatively low proportions of the adult population.

South of Los Angeles

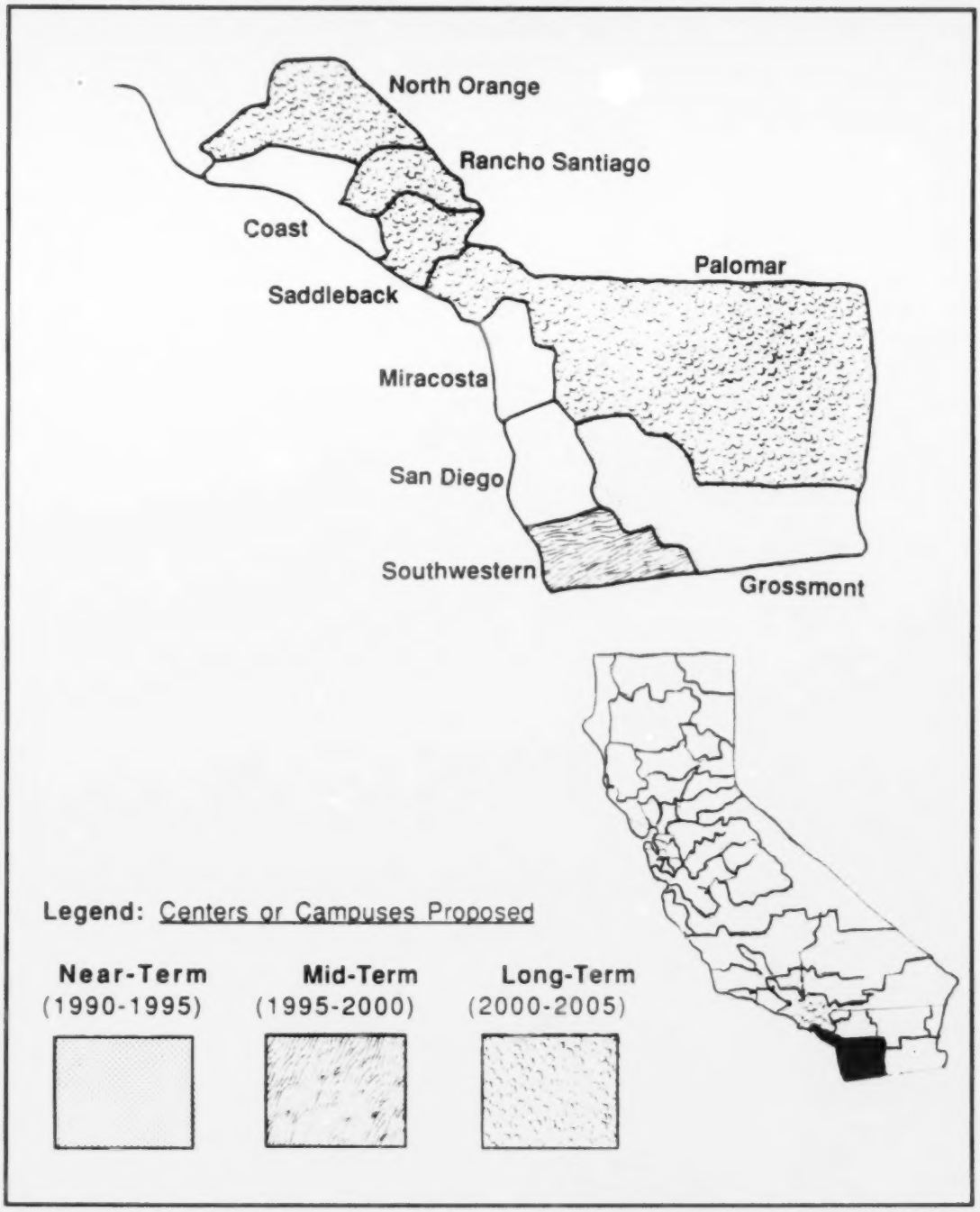
Nine districts to the south of Los Angeles – in Orange and San Diego Counties – contain the largest campuses in the system: 16 sites that average over 20,000 students each (Map 10). Virtually all of the existing facilities in these districts are fully utilized.

Campuses in Orange County have experienced significant growth and serve areas that are geographically small, but densely populated. And, while the rate of enrollment growth in northern Orange County is expected to be relatively low between now and 2005, new campuses are needed in the North Orange (at Yorba Linda) and Rancho Santiago (at Orange) Districts to alleviate serious overcrowding at existing campuses. In addition, continued growth to the south will justify a third campus in the Saddleback District. This campus, as proposed by Saddleback, may be undertaken by sharing certain facilities with CSU.

San Diego County is experiencing significant population growth, and new centers are proposed for the Palomar (2), Grossmont, and Southwestern Districts. Even with these additions, the campuses and centers in this area will be among the largest in the state.

Map 10

Community College Districts South of Los Angeles



Summary

The addition of 14 campuses and 23 centers by 2005, as proposed in this plan, will result in a 25 percent increase in site utilization (Table 5). In addition, Chancellor's Office staff simulations show that there can be an accompanying improvement in the utilization of facilities. Currently, the community colleges have 31 million assignable square feet (ASF) of facilities for nearly 1.5 million students, or about 22 ASF per student (Appendix B). For the additional 550,000 students expected to enroll by 2005, the rules and standards used for this plan add 6.5 million ASF or 12 ASF for each additional student – just over one-half of the existing allocation of space per student. The resulting overall improvement in facilities utilization between 1990 and 2005 is estimated at 14 percent.

Table 5

Estimated Academic Load and College Acreage

	1990	2005
On-Site WSCH	11,262,000	15,506,000
Acreage	19,100	21,500
WSCH/Acre	590	721

The proposed new campuses and centers are estimated to enroll about 150,000 students, over one-fourth of the total 15-year increase in enrollment. If the 23 new centers enroll an average of 2,000 students each, the 14 new campuses will enroll over 7,000 students each by 2005. And, average enrollment at existing college campuses will have increased from 13,800 to 17,500 by 2005.

Summary estimates show the cumulative capital outlay expenditure needs for the California Community Colleges to be $3.2 billion by 2005 – an average of $212 million per year between 1990 and 2005 (Appendix B). These cost estimates, based on a 1991-92 Engineering News Record (ENR) Index of 4837, include:

- Acquisition and development of new sites $ 386 million
- Construction and equipping of facilities at new sites $ 975 million
- Construction and equipping of facilities at existing sites $ 1,814 million

Chapter 5

Capital Outlay Funding

Funding for capital outlay in the California Community Colleges, the University of California, and the California State University is derived from sales of revenue and general obligation bonds. For 1990-91, half of the $190 million in community college capital outlay appropriations are to be funded from revenue bonds and the other half from general obligation bonds. In the June 1990 general election, the voters authorized $450 million in general obligation bonds to cover higher education capital outlay expenditures through 1990-91. However, an additional $450 million in capital outlay bonds were not approved by voters in November 1990.

As noted above, recent simulations by the Chancellor's Office suggest that even with improved utilization of facilities, the capital outlay expenditure needs of the Community Colleges will average $212 million per year between 1990 to 2005. Using comparable data, analysis by CPEC shows that the combined annual capital expenditure need for the three public segments of higher education will exceed $500 million per year.

The State Treasurer's Office estimates that California can market about $2 billion in bonds each year. The segments' needs described above accounts for more than 25 percent of this total. By contrast, the segments' share of bonds financed in 1988 was 11 percent. CPEC has concluded that "against other infrastructure needs of the State" it is doubtful that "higher education can more than double its percentage of California's total bonding capacity . . . ."

Concern about California's potential bonded indebtedness is growing because debt finance is requiring an increasing proportion of General Fund revenues. This detracts from the current funding needs of the State. Debt service is paid from the General Fund prior to calculation of the Proposition 98/111 guarantee, and could jeopardize California's bond rating (currently AAA, the highest possible) and its ability to sell bonds. Likewise, revenue bonds – which must be repaid from the general apportionment – detract from the current funding needs of community colleges. It is estimated that repayment of every $200 million in revenue bonds will require about 1 percent of future apportionments.

An alternative to the current funding structure is to return to local matching of capital outlay projects. Possible sources for this match include:

- local ad-valorem levies authorized by majority vote districtwide or within a specific area of a district;

- fees charged to developers in relation to the amount of new construction in an area; and/or
- local sales tax levies.

Use of these sources would require either constitutional or statutory amendments. The Board of Governors and the Chancellor's Office will continue to study these options as long-range planning for community college growth proceeds.

APPENDIX A

California Community Colleges

Selected Planning Estimates

District	Enrollment				1990				
	1990	2005	Chg.	% Chg.	WSCH Per Acre	Sq. Mi. Per Coll.	Enroll. Per Pop'n.	WSCH Off-Camp.	Adult Pop'n.
Allan Hancock	13,710	18,311	4,601	34%	994	2,919	11.5%	17%	119,700
Antelope Valley	9,600	21,914	12,314	128%	677	2,000	6.0%	2%	159,600
Barstow	2,360	3,462	1,102	47%	81	12,333	7.4%	15%	31,800
Butte	11,920	19,238	7,318	61%	85	5,985	8.4%	37%	141,800
Cabrillo	13,170	18,675	5,505	42%	753	468	7.7%	2%	171,800
Cerritos	22,490	29,966	7,476	33%	1,296	53	8.0%	5%	279,600
Chaffey	17,620	30,009	12,389	70%	526	391	4.8%	5%	363,900
Citrus	9,560	12,954	3,394	36%	983	370	6.5%	10%	147,200
Coast CCD	54,260	66,742	12,482	23%	1,523	36	12.1%	2%	449,400
Compton	5,110	6,534	1,424	28%	530	29	3.1%	13%	163,700
Contra Costa	38,530	54,453	15,923	41%	1,103	256	6.5%	12%	595,600
Desert	10,670	17,998	7,328	69%	276	8,195	5.2%	12%	204,300
El Camino	27,320	33,953	6,633	24%	1,926	61	6.8%	1%	402,500
Feather River	1,470	2,134	664	45%	49	2,079	9.7%	23%	15,200
Foothill-DeAnza CCD	46,630	55,365	8,735	19%	1,747	56	16.0%	0%	291,700
Fremont-Newark CCD	8,860	12,157	3,297	37%	150	92	5.7%	7%	154,900
Gavilan	4,430	6,806	2,376	54%	349	2,023	5.5%	20%	80,900
Glendale	17,960	24,175	6,215	35%	976	35	12.5%	26%	144,000
Grossmont-Cyuyamaca CCD	20,280	26,664	6,384	31%	644	556	6.8%	7%	299,500
Hartnell College	7,780	11,751	3,971	51%	336	2,633	6.1%	12%	126,800

Selected Planning Estimates (Continued)

District	Enrollment				1990				
	1990	2005	Chg.	% Chg.	WSCH Per Acre	Sq. Mi. Per Coll.	Enroll. Per Pop'n.	WSCH Off-Camp.	Adult Pop'n.
Imperial Valley College	5,460	7,889	2,429	44%	316	3,848	7.1%	7%	77,300
Kern CCD	21,310	32,820	11,510	54%	326	4,260	5.4%	16%	392,500
Lake Tahoe Community College	2,300	3,813	1,513	66%	84	103	9.7%	8%	23,700
Lassen CCD	3,150	4,419	1,269	40%	94	5,375	18.2%	15%	17,300
Long Beach City College	24,700	31,845	7,145	29	2,004	57	7.3%	13%	337,200
Los Angeles City College	111,510	143,291	31,781	29%	835	99	3.3%	3%	3,386,200
Los Rios CCD	49,270	72,074	22,804	46%	655	912	6.0%	5%	828,000
Marin Community College	17,320	18,472	1,152	7%	266	475	9.2%	18%	187,800
Mendocino-Lake CCD	4,730	7,528	2,798	59%	176	5,602	7.7%	24%	61,100
Merced College	8,170	13,821	5,651	69%	265	1,928	7.2%	3%	113,600
MiraCosta College	11,070	16,758	5,688	51%	474	214	4.9%	14%	224,200
Monterey Peninsula College	9,310	12,060	2,750	30%	400	733	8.4%	19%	110,600
Mt. San Antonio College	31,670	42,643	10,973	35%	645	205	6.6%	4%	478,600
Mt. San Jacinto College	5,970	11,977	6,007	101%	268	1,805	2.6%	12%	234,100
Napa Valley College	8,360	10,955	2,595	31%	303	819	9.7%	22%	85,900
North Orange County CCD	65,910	78,260	12,350	19%	944	101	12.5%	12%	528,600
Palomar	22,430	39,567	17,137	76%	631	2,658	6.2%	17%	360,100

Source: Chancellor's Office, Research and Analysis Unit, November 1990

District	Enrollment				1990				
	1990	2005	Chg.	% Chg.	WSCH Per Acre	Sq. Mi. Per Coll.	Enroll. Per Pop'n.	WSCH Off-Camp.	Adult Pop'n.
Palo Verde	1,060	1,247	187	18%	1,031	1,161	10.2%	9%	10,400
Pasadena City	26,770	34,598	7,828	29%	4,439	142	9.6%	10%	279,700
Peralta CCD	28,900	34,169	5,269	18%	790	18	6.9%	10%	417,400
Rancho Santiago	39,100	46,407	7,307	19%	909	142	12.3%	24%	317,100
Redwoods	7,460	10,499	3,039	41%	213	5,980	6.4%	21%	115,900
Rio Hondo	16,660	21,236	4,576	27%	1,684	67	6.6%	2%	253,100
Riverside	19,380	33,903	14,523	75%	1,844	489	5.3%	4%	362,700
Saddleback	30,670	48,866	18,196	59%	736	194	7.3%	18%	418,600
San Bernardino Valley	17,190	29,150	11,960	70%	244	752	4.5%	3%	382,800
San Diego CCD	80,500	106,503	26,003	32%	1,475	79	12.4%	14%	649,000
San Francisco CCD	63,230	67,829	4,599	7%	7,680	25	11.0%	5%	572,600
San Joaquin Delta CCD	19,100	29,605	10,505	55%	1,185	3,142	5.7%	3%	334,800
San Jose	20,400	25,647	5,247	26%	758	145	4.6%	2%	446,200
San Luis Obispo County CCD	8,200	13,616	5,416	66%	540	3,679	5.3%	12%	153,600
San Mateo	30,270	37,660	7,390	24%	406	167	6.0%	2%	501,500
Santa Barbara	27,850	33,082	5,232	19%	1,070	239	21.3%	3%	130,700
Santa Clarita CCD	6,030	14,688	8,658	144%	324	432	5.7%	14%	104,900

Source: Chancellor's Office, Research and Analysis Unit, November 1990

Selected Planning Estimates (Continued)

District	Enrollment				1990				
	1990	2005	Chg.	% Chg.	WSCH Per Acre	Sq. Mi. Per Coll.	Enroll. Per Pop'n.	WSCH Off-Camp.	Adult Pop'n.
Santa Monica	25,400	34,273	8,873	35%	4,061	78	27.6%	5%	92,000
Sequoias	8,860	13,547	4,687	53%	567	2,857	5.0%	6%	176,400
Shasta	11,940	17,196	5,256	44%	249	12,140	7.9%	18%	151,900
Sierra	14,050	23,826	9,776	70%	486	2,469	7.0%	12%	199,300
Siskiyous	3,180	4,272	1,092	34%	109	12,863	9.8%	8%	32,600
Solano	12,270	21,766	9,496	77%	480	772	5.3%	11%	229,900
Sonoma County Junior College District	29,490	41,420	11,930	40%	1,882	2,004	10.2%	15%	287,900
South County CCD	20,490	26,786	6,296	31%	759	294	5.8%	1%	351,800
Southwestern	15,010	23,449	8,439	56%	556	132	6.6%	21%	226,000
State Center CCD	22,800	35,260	12,460	55%	1,012	2,806	4.9%	6%	463,300
Ventura	32,600	42,322	9,722	30%	786	440	6.8%	5%	478,800
Victor Valley	7,240	18,278	11,038	152%	203	1,577	5.4%	6%	133,100
West Hills	3,060	4,391	1,331	43%	128	3,464	5.7%	0%	53,800
West Kern CCD	1,080	1,512	432	40%	381	1,188	7.7%	4%	14,000
West Valley	32,080	39,849	7,769	24%	675	109	12.3%	4%	261,700
Yosemite CCD	18,620	29,024	10,404	56%	354	2,440	5.8%	7%	318,600
Yuba	10,100	13,583	3,483	34%	515	4,197	6.8%	13%	148,200

Source Chancellor's Office, Research and Analysis Unit, November 1990

APPENDIX B

California Community Colleges

Capital Outlay Cost Estimates

1990 to 2005

1990	Existing Campuses	New Campuses	Total
Number of Campuses	107	0	107
Enrollment	1,457,410	0	1,457,410
Total ASF	31,867,613	0	31,867,613
2005			
Number of Campuses	107	14	121
Enrollment*	1,854,344	150,000	2,004,344
Total ASF	34,602,600	3,750,000	38,352,600
15-Year Change			
Number of Campuses	0	14	14
Enrollment	396,934	150,000	546,934
Total ASF	2,734,987	3,750,000	6,484,987
Cost Estimates**			
Acquire/Develop Sites	$ 0	$ 385,900,000	$ 385,900,000
Construct and Equip	$ 1,814,100,000	$ 975,000,000	$ 2,789,100,000
TOTAL	**$ 1,814,100,000**	**$ 1,360,900,000**	**$ 3,175,000,000**
PER YEAR			**$ 212,000,000**

* This enrollment projection was prepared by the Chancellor's Office in November 1990 and is based on the DOF 1990 Enrollment Projection through 1999 and an extension of that through 2005, using the average change in DOF participation rates (enrollment/population) from the last five years of the DOF projection.

** Based on the 1991-92 ENR Index of 4837.

Source: Chancellor's Office, Research and Analysis Unit, November 1990

APPENDIX C

California Community Colleges
Brief Descriptions of District Planning Conditions

Allan Hancock

This large (2,919 square miles) district is located on the south coast. Besides the main campus in Santa Maria, the district has operated programs in the Lompoc area, well beyond commuting distance from Santa Maria. District enrollment is projected to grow from 13,700 to 18,300 during the planning period 1990 to 2005, and the Santa Maria campus is at capacity. A new center is indicated for the near term (1990-1995), to be developed into a campus in the long term (2000-2005).

Antelope Valley

Also a large district (2,000 square miles), Antelope Valley is located north of Los Angeles in one of the State's fastest growing areas. Enrollment is expected to increase from 9,600 to 22,000 by 2005. Further development at the current campus in Lancaster is limited and the data calls for a center in the eastern part of the district in the near term, to become a campus in the mid term (1995-2000), and a second center in the long term, probably to the west. Planning should be coordinated with the adjacent districts, Santa Clarita and Victor Valley.

Cabrillo

Cabrillo is a 468-square-mile district on the coast south of San Francisco where virtually all of its 13,000 students are enrolled at the Aptos campus. To the south, beyond effective commuting distance of Aptos, is the largely Hispanic community of Watsonville. While the district's growth will be gradual – 5,500 more students by 2005 – access for the Watsonville community will be limited. Consequently, a new center in the long term is proposed for that area to ensure that access will be improved.

Chaffey

Also serving a rapidly growing area, Chaffey's enrollment is expected to increase from 17,600 to 30,000 and, given the location of the present campus (in Rancho Cucamonga), will need a center in the eastern part of the district in the near term if programs are to be accessible to these new students. Also indicated is a long-term center, possibly in the southwest area of the district. However, some of Chaffey's

enrollments may come from Mt. San Antonio – where no new centers are planned. Therefore, Chaffey's planning should be coordinated with that district.

Contra Costa

Just to the east of the San Francisco Bay Area, this rapidly growing district expects to add at least 16,000 students to the present 39,000 at its existing three campuses. These campuses are at capacity and growth in the southern part of the district, beyond commuting range, is substantial. A center is proposed there in the near term, to become a campus in the mid-term. Planning for this site should proceed in cooperation with the South County District. Overall growth suggests planning for further expansion: a center in the northeast part of the district, planned in conjunction with California State University, which recently gained approval for a campus in the area.

Desert

College of the Desert serves 11,000 students primarily from the western Coachella Valley. The entire district, however, spans over 8,000 square miles and the proportion of adults enrolled is relatively low. One educational center currently exists at Copper Mountain; another center in the eastern Coachella Valley area is justified in the mid term so that major concentrations of population in the district will have access to its instructional programs.

Gavilan

While predicted district enrollment growth is modest (2,400 students by 2005), substantial population growth is forecast for Santa Clara County. Local analyses indicate that population will double, primarily in the northern Morgan Hill area that is beyond commuting distance from the existing campus in Gilroy. A center in the Morgan Hill area in the mid term likely would serve some of the San Jose population just to the north and, therefore, these districts should coordinate their planning.

Grossmont

Grossmont is a relatively large (1,100 square miles) district in southeast San Diego County with two campuses enrolling a total of 20,000 students. The 6,000-student-increase forecast for the planning period may prove conservative as new highways stimulate growth in the northwest part of the district. Consequently, a new center is proposed for the long term, with the specific location to be determined after further study.

Kern

This district has proposed moving its downtown Bakersfield center to an area of greater growth in the southwest part of that city, thereby, improving access. Relocation of this center is justified, and its conversion to a campus in the long term likely, given the amount of growth forecast for this area. This is the valley's largest district; initiatives should be undertaken to provide an educational center, beginning in the mid term, for the adjacent counties of Inyo and Mono, non-district areas east of the Sierra mountains.

Los Rios

Serving one of the nation's fastest growing metropolitan areas (Sacramento), this 49,000-student district (three campuses and one large center) is expected to grow by 23,000 more students by 2005. The service area is large (2,700 square miles) and at least one new center in the near term in Folsom – to become a campus in the long term – is indicated. Growth in the northwest part of the district may be served by the adjacent Woodland center in the Yuba district. This arrangement would require cooperative planning between the two districts. A new center, located on the University of California (UC), Davis campus in the near term, would enable Los Rios to share existing UC facilities and to improve upon the current articulation of transfer students.

Mt. San Jacinto

This district currently enrolls 5,000 students from the southern portion of Riverside County and expects to grow by another 3,200 students during the planning period. Besides the existing campus at Hemet, the district has opened a center at Menifee in the western part of the district, south of Riverside and east of the Rancho Santiago districts. Growth projections indicate that Menifee should become a campus in the mid term and likely will serve students from the southern part of the Riverside district.

North Orange

North Orange has property in Yorba Linda that is expected to alleviate serious overcrowding – 66,000 students at the existing campuses – and to handle potential enrollment growth – another 12,000 students by 2005 – mostly in the northeast part of Orange County. This center should proceed in the near term and become a campus in the mid term.

Palomar

Palomar is a 2,700-square-mile district in northern San Diego County that enrolls 22,000 students, most of whom are at the main campus in San Marcos. District enrollments are expected to increase by more than 17,000 students by 2005, and two new centers are indicated in the south in the near term and in the north in the long term. As always, cooperative planning should take place between this district and the adjacent Mira Costa, San Diego and Grossmont Districts.

Pasadena

The existing campus, housing 27,000 students on 58 acres, is one of the most overcrowded in California. Existing outreach locations, including the Community Skills Center, are not adequate to serve the existing enrollment, much less the 8,000 additional students expected by 2005. Consequently, a new center is proposed in the near term.

Rancho Santiago

A second (Orange) center, along with Rancho Santiago College, has been approved to serve the 39,000 students in this district, plus the additional 7,000 expected by 2005. Efforts should proceed in the near term to develop this center into a campus, but with adequate recognition of the plans of adjacent districts, all which (except Coast) have planned expansions underway as well.

Riverside

Because of the rapid growth of this area, two new centers at Moreno Valley and Norco have been approved and are under construction. Current district enrollment of 19,000 is expected to increase by 12,000 in the planning period. Consequently, both of the two new centers should be developed into campuses in the mid term. Cooperative planning with Mt. San Jacinto around the enrollment patterns of the southern part of this district and the likely impact on the Menifee Center should continue.

Saddleback

Located in southern Orange County, this two-campus district is expected to grow substantially, from 27,000 to 41,000 students by 2005. A new center in the near term, developing into a campus mid term, is justified in the southern part of the district. Efforts by Saddleback to undertake a joint venture with California State

University should proceed in the interest of serving this area in the most effective way possible.

San Joaquin Delta

This district is expected to grow substantially – from 19,000 to 30,000 students by 2005. And, while the existing Stockton campus can be expanded, the district is large (3,142 square miles) and considerations of access indicate that at least one new center – to the south and west of Stockton – should be established in the long term.

San Luis Obispo

A large (3,700 square miles) district, San Luis Obispo will grow from 8,000 to 12,000 by 2005 according to Department of Finance projections. At present, most students are served at Cuesta College and at Paso Robles, beyond commuting distance to the north. The latter site is expected to grow substantially and should gain center status in the mid term.

Santa Clarita

Like Antelope Valley, Santa Clarita is located in the rapidly growing area north of Los Angeles, and is projected to grow from 6,000 to 15,000 students by 2005. The existing College of the Canyons can and should be expanded; however, to provide access to all students in the district, a new center should be established in the mid term. Its location will depend, to a degree, on the outcome of cooperative planning with adjacent districts, Antelope Valley and Ventura, both of which are planning new centers as well.

Sequoias

Sequoias is a large district serving parts of Fresno, Kings, and Tulare Counties. The enrollment of 9,000 is expected to increase by more than 4,000 during the next 15 years. An outreach operation at Hanford is located very close to the West Hills center at Lemoore. A large center is needed to serve the Hanford, Lemoore, Riverdale, and Layton areas, which includes not only the Sequoias, but also the West Hills and State Center Districts. This plan proposes that the three districts plan cooperatively to serve the citizens of that area.

Sierra

The Sierra District spans 2,500 acres in Placer and Nevada Counties, just to the north of the Los Rios and Lake Tahoe Districts. Most of the district's 14,000 students are served at a campus in Rocklin, but part of the district's expected growth of 10,000 additional students by 2005 will take place to the northeast – beyond effective commuting range – in the Grass Valley/Nevada City areas. Consequently, a new near term center is proposed for that area.

Solano

Solano currently operates a campus at Suisun and outreach locations primarily in Vallejo and Vacaville, all sites along Interstate 80. As growth takes place along this corridor, the district is projected to grow from the current 12,000 students to 22,000 by 2005. Because traffic congestion makes access difficult for students from the Vacaville area, a center is proposed for that location in the near term.

Sonoma

The existing enrollment in this district, 29,000 students, is expected to increase to 41,000 by 2005. Most students are at Santa Rosa College, although a center has been approved and property acquired at Petaluma to the south. Growth projections for this region, along Highway 101, support the Petaluma center becoming a campus in the long term.

Southwestern

Southwestern is a small district located on the southern border of California and Mexico. Existing enrollment of 15,000 is projected to grow by 6,000 over the next 15 years. However, these projections do not take into account the substantial new commercial and residential developments starting in the district. The main campus is at Chula Vista, but an outreach program at San Ysidro has already exceeded 500 ADA. Therefore, staff proposes at least one new center for the district in the mid term, the location of which should be determined after further study.

State Center

This large (5,600 square miles), two-campus district is projected to grow substantially, from 23,000 students in 1990 to 35,000 students in 2005. The campus in Fresno is at capacity, and the second campus is located southeast of Fresno in Kings River. A new near term center is proposed for the Madera area, north of Fresno, to become a campus in the mid term. The district also should engage in

cooperative planning with the West Hills and Sequoias Districts to serve the growing areas to the south and west of Fresno.

West Hills

This district currently operates a college at Coalinga and a large center at Lemoore. Projected growth in the areas of Hanford, Lemoore, Riverdale, and Layton indicates the need for a center in the near term. This area, however, serves two other districts: Sequoias, which has an out reach operation at Hanford, and the southern part of State Center. This plan proposes the three districts plan cooperatively to serve the citizens of southern Fresno and northern Kings and Tulare Counties in the most cost-effective way possible.

Ventura

The three colleges in the Ventura District serve a rapidly growing area that covers 1,322 square miles north and west of Los Angeles. Enrollments are forecast to increase from 32,000 to 42,000 during the next 15 years. Commuting is becoming increasingly difficult, particularly for those traveling north and south. In order to maintain access for the area's population, two new centers are proposed. One should be located in the southeast part of the district in the mid term, and another to the north in the long term.

Victor Valley

Located north and east of Los Angeles, this district serves a rapidly growing area in which the current 7,000 student enrollment is expected to double by the year 2005. The existing campus in Victorville can be expanded, but access considerations – the district covers 1,600 square miles – indicate the need for a new educational center in the long term. Its location, however, should be decided only after further study of population growth areas and cooperative planning with the Antelope Valley District to the west.

Yosemite

The valley (Modesto) and foothill (Columbia) colleges of this district serve 19,000 students in a geographic area of 5,000 square miles. Much of the potential 10,000 growth in enrollment, by 2005, is expected in an unserved area in the western portion of the district. Consequently, a new center in the long term is proposed for that area.

Yuba

Yuba currently has a main campus in Marysville and centers at Lake County and Woodland to the west and south, respectively. Existing enrollment is expected to increase from 9,000 to over 12,000 by 2005. However, much of the enrollment potential at the Woodland center may come from the northwest portion of Sacramento County. Consequently, staff proposes that the Woodland center be developed into a campus in the long term, and that Yuba work cooperatively with Los Rios to serve students in that district whose residence may be within commuting distance of Woodland.

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